



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2008
Code: 10171179
SAU: Blue Hill School Department
School: Blue Hill Consolidated School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2008

Grade: 3

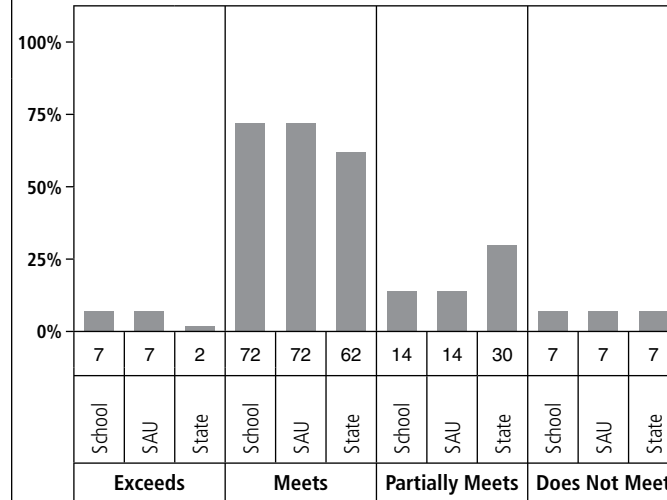
SAU: Blue Hill School Department

School: Blue Hill Consolidated School

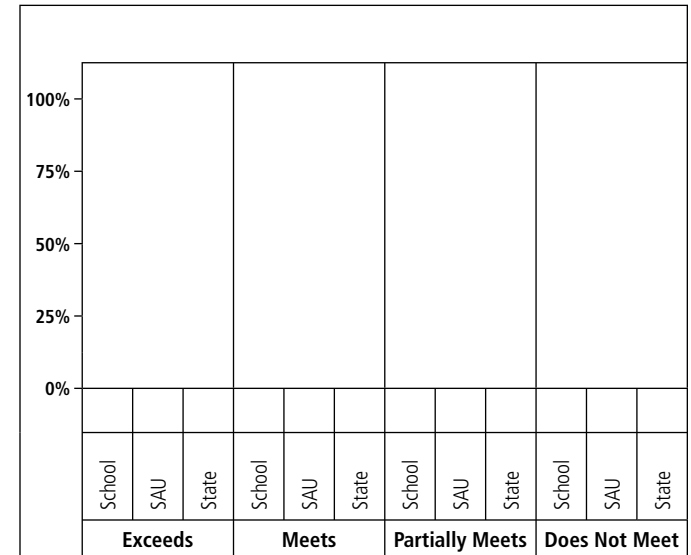
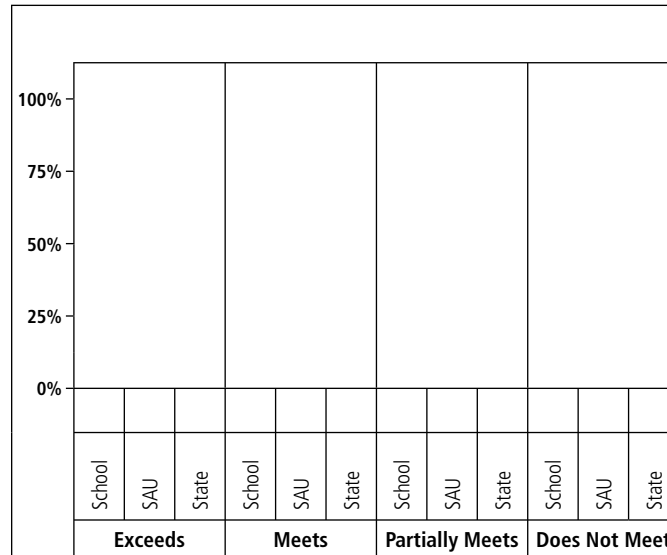
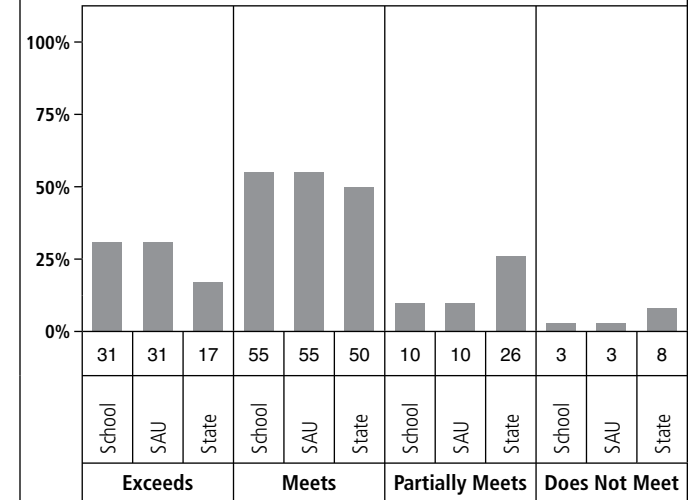
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	347	347	345
2006–2007	348	348	345
2007–2008	349	349	344
Cum. Avg. *	348	348	345
Mathematics			
2005–2006	345	345	344
2006–2007	353	353	347
2007–2008	353	353	347
Cum. Avg. *	350	350	346

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 3
SAU: Blue Hill School Department
School: Blue Hill Consolidated School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	29	100	29	100	13803	100	29	100	29	100	13714	99	29	100	29	100	13710	99												
Ethnicity African American/Black	0	0	0	0	399	3	0	0	0	0	391	98	0	0	0	0	392	98												
American Indian or Native Alaskan	0	0	0	0	116	1	0	0	0	0	114	99	0	0	0	0	114	99												
Asian or Pacific Islander	0	0	0	0	210	2	0	0	0	0	205	98	0	0	0	0	206	98												
Hispanic	0	0	0	0	162	1	0	0	0	0	158	98	0	0	0	0	159	98												
Caucasian/White	29	100	29	100	12916	94	29	100	29	100	12846	100	29	100	29	100	12839	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	1	3	1	3	2358	17	1	100	1	100	2333	99	1	100	1	100	2329	99												
Current LEP	0	0	0	0	371	3	0	0	0	0	357	96	0	0	0	0	361	98												
Economically disadvantaged	8	28	8	28	5584	40	8	100	8	100	5535	99	8	100	8	100	5530	99												
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	29	100	29	100	10650	77	29	100	29	100	10678	77						
Identified disability (PET/IEP)	1	3	1	3	475	4	1	3	1	3	479	4						
LEP	0	0	0	0	151	1	0	0	0	0	149	1						
504 plan	0	0	0	0	83	1	0	0	0	0	85	1						
Participation with accommodations	0	0	0	0	2936	21	0	0	0	0	2911	21						
Identified disability (PET/IEP)	0	0	0	0	1735	59	0	0	0	0	1729	59						
LEP	0	0	0	0	197	7	0	0	0	0	208	7						
504 plan	0	0	0	0	49	2	0	0	0	0	47	2						
Other	0	0	0	0	986	34	0	0	0	0	958	33						
Participation through alternate assessment (PAAP)	0	0	0	0	123	1	0	0	0	0	121	1						
Identified disability (PET/IEP)	0	0	0	0	123	100	0	0	0	0	121	100						
LEP	0	0	0	0	4	3	0	0	0	0	4	3						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0												
Approved non-participation – special consideration	0	0	0	0	9	0	0	0	0	0	12	0						
Non-participation – other	0	0	0	0	80	1	0	0	0	0	81	1						

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 3
SAU: Blue Hill School Department
School: Blue Hill Consolidated School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	1	4	1	4	352	3
	2006-2007	0	0	0	0	332	2
	2007-2008	2	7	2	7	227	2
	Cum. Total*	3	4	3	4	911	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	15	65	15	65	8641	62
	2006-2007	17	85	17	85	8691	63
	2007-2008	21	72	21	72	8403	62
	Cum. Total*	53	74	53	74	25735	62
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	6	26	6	26	3671	27
	2006-2007	3	15	3	15	3781	27
	2007-2008	4	14	4	14	4018	30
	Cum. Total*	13	18	13	18	11470	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	1	4	1	4	1163	8
	2006-2007	0	0	0	0	1021	7
	2007-2008	2	7	2	7	938	7
	Cum. Total*	3	4	3	4	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	46	100	31.1	67.6	31.1	67.6	27.6	60.0
Literary Text	23	50	15.8	68.7	15.8	68.7	14.1	61.3
Informational Text	23	50	15.4	67.0	15.4	67.0	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 3
 SAU: Blue Hill School Department
 School: Blue Hill Consolidated School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	29	2	7	21	72	4	14	2	7	349	29	7	72	14	7	349	13586	2	62	30	7	344
Ethnicity																						
African American/Black	0										0						384	1	42	39	18	339
American Indian or Native Alaskan	0										0						113	2	50	42	5	343
Asian or Pacific Islander	0										0						203	1	60	31	8	344
Hispanic	0										0						158	1	52	36	11	342
Caucasian/White	29	2	7	21	72	4	14	2	7	349	29	7	72	14	7	349	12728	2	63	29	7	345
Not Reported	0										0						0					
Identified disability																						
Yes	1										1						2210	0	32	48	20	338
No	28	2	7	21	75	4	14	1	4	349	28	7	75	14	4	349	11376	2	68	26	4	346
Current LEP																						
Yes	0										0						348	1	36	45	19	339
No	29	2	7	21	72	4	14	2	7	349	29	7	72	14	7	349	13238	2	63	29	7	344
Economically disadvantaged																						
Yes	8	0	0	5	63	2	25	1	13	344	8	0	63	25	13	344	5450	1	49	39	11	341
No	21	2	10	16	76	2	10	1	5	350	21	10	76	10	5	350	8136	2	71	23	4	346
Migrant																						
Yes	0										0						5	0	80	20	0	343
No	29	2	7	21	72	4	14	2	7	349	29	7	72	14	7	349	13581	2	62	30	7	344
Gender																						
Female	13	1	8	12	92	0	0	0	0	353	13	8	92	0	0	353	6567	3	65	27	5	345
Male	16	1	6	9	56	4	25	2	13	345	16	6	56	25	13	345	7019	1	59	32	8	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	3										3						2004	0	37	49	14	339
No	26	2	8	18	69	4	15	2	8	348	26	8	69	15	8	348	11582	2	66	26	6	345
Gifted/talented program																						
Yes	0										0						125	11	87	2	0	355
No	29	2	7	21	72	4	14	2	7	349	29	7	72	14	7	349	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 3
 SAU: Blue Hill School Department
 School: Blue Hill Consolidated School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						6	0	43	39	18	340
B. less than one hour	79	2	9	16	70	4	17	1	4	350	79	9	70	17	4	350	79	2	65	28	5	345
C. one to two hours	14	0	0	4	100	0	0	0	0	349	14	0	100	0	0	349	12	2	60	31	7	344
D. more than two hours	7	0	0	1	50	0	0	1	50	337	7	0	50	0	50	337	3	0	32	44	24	338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	28	1	13	6	75	1	13	0	0	352	28	13	75	13	0	352	29	3	62	28	7	345
B. They match some of what I have learned.	52	1	7	10	67	2	13	2	13	348	52	7	67	13	13	348	48	2	67	27	4	345
C. They match just a little of what I have learned.	17	0	0	4	80	1	20	0	0	344	17	0	80	20	0	344	15	1	56	34	9	343
D. There is no match.	3	0	0	1	100	0	0	0	0	354	3	0	100	0	0	354	8	0	44	40	16	340
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	31	0	0	9	100	0	0	0	0	351	31	0	100	0	0	351	42	3	67	24	6	346
B. good	62	2	11	12	67	2	11	2	11	349	62	11	67	11	11	349	46	1	62	32	5	344
C. fair	3	0	0	0	0	1	100	0	0	336	3	0	0	100	0	336	10	0	48	42	10	341
D. poor	3	0	0	0	0	1	100	0	0	336	3	0	0	100	0	336	2	0	30	43	28	336
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	21	1	17	3	50	1	17	1	17	348	21	17	50	17	17	348	22	1	48	38	12	341
B. about the same as my regular schoolwork	59	0	0	13	76	3	18	1	6	348	59	0	76	18	6	348	57	2	68	26	4	346
C. easier than my regular schoolwork	21	1	17	5	83	0	0	0	0	352	21	17	83	0	0	352	21	1	61	30	8	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	11	0	0	2	67	1	33	0	0	345	11	0	67	33	0	345	20	0	38	47	16	339
B. Most of the passages were about the same as what I normally read.	43	2	17	5	42	3	25	2	17	347	43	17	42	25	17	347	51	2	68	27	4	345
C. Most of the passages were easier than what I normally read.	46	0	0	13	100	0	0	0	0	352	46	0	100	0	0	352	29	3	69	23	6	346
How much time do you spend reading at home each day?																						
A. more than one hour	17	0	0	5	100	0	0	0	0	348	17	0	100	0	0	348	19	3	65	27	6	346
B. 20 minutes to an hour	52	1	7	12	80	1	7	1	7	351	52	7	80	7	7	351	47	2	68	25	5	346
C. less than 20 minutes	28	1	13	3	38	3	38	1	13	345	28	13	38	38	13	345	19	1	56	35	8	343
D. I rarely read at home.	3	0	0	1	100	0	0	0	0	346	3	0	100	0	0	346	14	0	47	40	12	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	39	0	0	7	64	2	18	2	18	344	39	0	64	18	18	344	28	1	56	33	9	343
B. six to ten pages	25	1	14	4	57	2	29	0	0	351	25	14	57	29	0	351	23	1	63	29	7	344
C. eleven or more pages	36	1	10	9	90	0	0	0	0	352	36	10	90	0	0	352	49	2	65	27	6	345
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	100	0	0	0	0	1	100	0	0	336	100	0	0	100	0	336						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 3
SAU: Blue Hill School Department
School: Blue Hill Consolidated School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	1	4	1	4	1295	9
	2006-2007	4	20	4	20	1985	14
	2007-2008	9	31	9	31	2277	17
	Cum. Total*	14	19	14	19	5557	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	16	64	16	64	6852	49
	2006-2007	13	65	13	65	6990	51
	2007-2008	16	55	16	55	6764	50
	Cum. Total*	45	61	45	61	20606	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	4	16	4	16	4081	29
	2006-2007	3	15	3	15	3673	27
	2007-2008	3	10	3	10	3504	26
	Cum. Total*	10	14	10	14	11258	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	4	16	4	16	1638	12
	2006-2007	0	0	0	0	1193	9
	2007-2008	1	3	1	3	1044	8
	Cum. Total*	5	7	5	7	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	10.7	71.3	10.7	71.3	9.2	61.3
Cluster 2: Shape and Size	14	29	11.0	78.6	11.0	78.6	10.0	71.4
Cluster 3: Mathematical Decision Making	5	10	3.2	64.0	3.2	64.0	3.2	64.0
Cluster 4: Patterns	14	29	9.7	69.3	9.7	69.3	9.0	64.3

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 3
 SAU: Blue Hill School Department
 School: Blue Hill Consolidated School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	29	9	31	16	55	3	10	1	3	353	29	31	55	10	3	353	13589	17	50	26	8	347
Ethnicity																						
African American/Black	0										0						390	10	30	32	28	337
American Indian or Native Alaskan	0										0						113	7	45	38	10	342
Asian or Pacific Islander	0										0						204	18	48	25	9	347
Hispanic	0										0						159	6	50	31	13	342
Caucasian/White	29	9	31	16	55	3	10	1	3	353	29	31	55	10	3	353	12723	17	50	25	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	1										1						2208	6	35	37	21	338
No	28	9	32	16	57	3	11	0	0	355	28	32	57	11	0	355	11381	19	53	24	5	349
Current LEP																						
Yes	0										0						357	8	29	37	26	336
No	29	9	31	16	55	3	10	1	3	353	29	31	55	10	3	353	13232	17	50	25	7	348
Economically disadvantaged																						
Yes	8	0	0	6	75	1	13	1	13	345	8	0	75	13	13	345	5452	9	45	33	12	343
No	21	9	43	10	48	2	10	0	0	357	21	43	48	10	0	357	8137	22	53	21	4	350
Migrant																						
Yes	0										0						5	0	40	40	20	337
No	29	9	31	16	55	3	10	1	3	353	29	31	55	10	3	353	13584	17	50	26	8	347
Gender																						
Female	13	5	38	7	54	1	8	0	0	357	13	38	54	8	0	357	6565	15	49	27	8	347
Male	16	4	25	9	56	2	13	1	6	351	16	25	56	13	6	351	7024	18	50	24	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	3										3						2004	5	39	41	15	339
No	26	9	35	14	54	2	8	1	4	355	26	35	54	8	4	355	11585	19	52	23	6	349
Gifted/talented program																						
Yes	0										0						125	70	30	0	0	366
No	29	9	31	16	55	3	10	1	3	353	29	31	55	10	3	353	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 3
 SAU: Blue Hill School Department
 School: Blue Hill Consolidated School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						6	9	40	33	18	340
B. less than one hour	79	9	39	11	48	3	13	0	0	356	79	39	48	13	0	356	79	18	52	24	6	348
C. one to two hours	14	0	0	4	100	0	0	0	0	348	14	0	100	0	0	348	12	16	48	27	8	347
D. more than two hours	7	0	0	1	50	0	0	1	50	336	7	0	50	0	50	336	3	7	26	37	29	335
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	55	5	31	9	56	1	6	1	6	354	55	31	56	6	6	354	37	22	50	22	6	350
B. They match some of what I have learned.	38	3	27	6	55	2	18	0	0	352	38	27	55	18	0	352	46	16	53	25	6	348
C. They match just a little of what I have learned.	7	1	50	1	50	0	0	0	0	357	7	50	50	0	0	357	12	9	44	36	11	342
D. There is no match.	0										0						5	5	32	36	27	336
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	31	4	44	3	33	1	11	1	11	352	31	44	33	11	11	352	39	25	48	20	7	350
B. good	48	4	29	8	57	2	14	0	0	355	48	29	57	14	0	355	46	14	52	27	7	347
C. fair	14	1	25	3	75	0	0	0	0	352	14	25	75	0	0	352	12	8	49	35	9	343
D. poor	7	0	0	2	100	0	0	0	0	348	7	0	100	0	0	348	3	2	34	36	29	335
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	17	1	20	2	40	1	20	1	20	347	17	20	40	20	20	347	17	7	41	35	17	340
B. about the same as my regular schoolwork	52	4	27	10	67	1	7	0	0	354	52	27	67	7	0	354	59	18	53	24	5	349
C. easier than my regular schoolwork	31	4	44	4	44	1	11	0	0	357	31	44	44	11	0	357	25	21	49	23	8	349
How often do you use hands-on materials in mathematics class?																						
A. almost every day	21	0	0	4	67	1	17	1	17	341	21	0	67	17	17	341	32	13	47	30	10	345
B. two or three days a week	31	6	67	2	22	1	11	0	0	364	31	67	22	11	0	364	30	20	52	23	5	349
C. two or three times each month	28	3	38	4	50	1	13	0	0	355	28	38	50	13	0	355	19	20	53	21	6	350
D. never or almost never	21	0	0	6	100	0	0	0	0	349	21	0	100	0	0	349	18	16	50	27	8	347
How often do you use calculators in mathematics class?																						
A. almost every day	3	0	0	0	0	0	0	1	100	324	3	0	0	0	100	324	7	5	34	40	20	338
B. two or three days a week	38	3	27	7	64	1	9	0	0	355	38	27	64	9	0	355	18	15	50	27	8	346
C. two or three times each month	34	5	50	3	30	2	20	0	0	357	34	50	30	20	0	357	28	21	53	21	4	350
D. never or almost never	24	1	14	6	86	0	0	0	0	351	24	14	86	0	0	351	47	17	50	25	7	347
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	10	2	67	1	33	0	0	0	0	363	10	67	33	0	0	363	16	8	42	36	13	342
B. 30–45 minutes	17	0	0	4	80	1	20	0	0	347	17	0	80	20	0	347	30	14	53	26	7	347
C. 45–60 minutes	10	0	0	3	100	0	0	0	0	346	10	0	100	0	0	346	32	22	51	22	5	350
D. more than 60 minutes	62	7	39	8	44	2	11	1	6	355	62	39	44	11	6	355	22	20	49	23	7	349
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	100	0	0	0	0	1	100	0	0	334	100	0	0	100	0	334						